

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Tuakau Learning Centre Harrisville

Profile Number: 45924

Location: Tuakau

1 ERO's judgement of Tuakau Learning Centre Harrisville is as follows:

Domains: Ngā Akatoro	Below the threshold for quality		Above the threshold for quality	
The learner and their learning He Whāriki Motuhake	Improvement required	Working towards	Embedded	Excelling
Collaborative professional learning and development builds knowledge and capability Whakangungu Ngaio	Improvement required	Working towards	Embedded	Excelling
Leadership fosters collaboration and improvement Kaihautū	Improvement required	Working towards	Embedded	Excelling
Stewardship through effective governance and management Te Whakaruruhau	Improvement required	Working towards	Embedded	Excelling

For an explanation of the judgement terms used and of the evaluation process please refer to the last page of this report. These judgements are based on the evidence provided to ERO during the evaluation.

Children's health and safety

Improvement required

Taking reasonable steps

2 ERO's Judgements

[*Akarangi | Quality Evaluations*](#) evaluate the extent to which early childhood services have the learning and organisational conditions to support equitable and excellent outcomes for all learners. [*Te Ara Poutama Indicators of quality for early childhood education: what matters most*](#) and [*Early Childhood Education \(ECE\) Improvement Framework \(teacher led services\)*](#) are the basis for making judgements about the quality of the service in achieving equity and excellence for all learners. Evaluations for improvement | Ngā Aronga Whai Hua is integrated across all of the above domains.

3 About the Service

Tuakau Learning Centre Harrisville is a mixed-age service providing for children across two age-based rooms. This service is one of two under the same ownership. Ownership changed in April 2024. A new centre manager oversees a small teaching team and daily operations. A small management team provide overarching operational and governance support. The service's philosophy values positive relationships, whānau and community.

4 Progress since the previous ERO report

ERO's 2021 Akarangi | Quality Evaluation identified three areas for improvement in relation to assessment practices, internal evaluation processes and teacher's professional knowledge.

Good progress has been made towards strengthening assessment practices to support positive outcomes for learners in relation to *Te Whāriki*, the early childhood curriculum. Current assessment processes show some progress of learning over time for some children. Learning outcomes of *Te Whāriki* are included in assessment and planning records.

Limited progress has been made to improve internal evaluation processes to focus on outcomes for children; due to new ownership and a newly established leadership and teaching team. While a framework is in place, there is variable understanding of how to do and use internal evaluation to inform improvement.

Good progress has been made towards improving curriculum processes and outcomes for children through external professional learning. The teaching team have undertaken professional learning relating to the curriculum. However, there remains variability in teaching practices that effectively respond to the ways children learn.

Leaders and teachers acknowledge these are continued areas of growth under new ownership and management.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a curriculum that reflects aspects of *Te Whāriki*.

- Children experience predictable routines in a calm and unhurried environment that builds their sense of security. Children with additional learning needs are well supported in an inclusive environment where they play and learn alongside their peers, supported by relationships between teachers, whānau and external agencies.
- Current access to a range of resources is not yet well-supporting children's independence, choice or depth of learning across a variety of experiences. Variable teaching practices are yet to be consistently responsive and respectful to the way groups of children learn.
- There are positive relationships in place with parents and whānau, where some parent aspirations are gathered and somewhat responded to within assessment records. Partnerships with whānau are yet to focus on children's ongoing learning that informs the curriculum as gathered through the newly developed individual learning plans.

Collaborative professional learning and development builds knowledge and capability | Whakangungu Ngaio

Teachers demonstrate variable capabilities and knowledge in designing and implementing a responsive curriculum.

- Teachers are in the early stages of demonstrating understanding of the valued outcomes in *Te Whāriki* and are yet to integrate these fully into curriculum and assessment practices. Teachers need to develop an understanding of relevant teaching practices to design a rich and responsive curriculum alongside a thoughtfully planned learning environment.
- Professional growth and mentoring systems are in place. Whilst these reflect some progress, they are yet to consider the impact of teachers' learning on outcomes for children.
- Teachers have good opportunities to access professional learning that supports teacher growth. However, leaders and teachers are yet to develop a shared understanding and expectations of curriculum design and the use of intentional teaching strategies to support children's progress and learning.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Managers and leaders are yet to establish the conditions and shared expectations that enable collaboration for improvement.

- The newly appointed centre manager has appropriately prioritised establishing positive relationships with teachers, whānau and children that support their sense of belonging.
- Management is yet to develop relational trust with leaders and teachers to promote collaboration and growth to help provide a rich curriculum. They are yet to clarify and define shared expectations for curriculum design and teaching, alongside the teaching team.
- An internal evaluation framework has been recently established, and leaders have identified the need for further understating of effective internal evaluation. Leaders do not yet have systems that enable them to evaluate shifts in teaching practices or the impact of these changes on children's learning.

The organisation's planning and priorities for improvement are being developed alongside management.

- There are a range of equitable actions in place that promote inclusion of participation and experiences for children and their families.
- The service shares a philosophy with the sister service. However, priorities for children's learning within the context of this service have not yet been fully explored and considered alongside the teaching team.
- Adult: child ratios and the small group size promote sustained interactions and a sense of belonging for children and their families.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Tuakau Learning Centre Harrisville completed an *ERO Assurance Statement and Self-Audit Checklist*. In these documents they attested that they have taken all reasonable steps to meet their legal obligations related to:

- curriculum
- premises and facilities
- health and safety practices
- governance, management and administration.

During the review, ERO looked at the service's system for managing the following areas that have a potentially high impact on children's health and safety:

- emotional safety (including positive guidance and child protection)
- physical safety (including supervision; sleep procedures; accidents; medication; excursion policies and procedures)
- suitable staffing (safety checking of staff, ratios)
- relevant evacuation procedures and practices.

All early childhood services are required to promote children's health and safety and to regularly review their compliance with legal requirements.

8 Where to next for improvement?

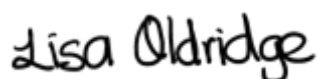
Tuakau Learning Centre Harrisville will include the following actions in its quality improvement planning:

- For leaders and teachers to seek intentional professional learning to grow teaching practices to be more responsive and respectful to the ways groups of children learn to align with *Te Whāriki*.
- Build trusting and reciprocal professional relationships between governance, leaders and the teaching team to support collaborative curriculum design.
- For leaders and teachers to collaborate to determine priorities for children's learning within the context of this service to inform curriculum design.

Activities undertaken by the evaluation team

- Pre-visit contact with the service provider/manager.
- Reading documentation and records of children's learning and development.
- Scanning the learning environment and resources.
- Observations of interactions and teaching practice while onsite.
- Meetings and / or conversations with leaders and teachers.
- Sampling of information related to compliance.

[*Further information about how ERO evaluates early childhood services is available here.*](#)



Lisa Oldridge
Director of Early Childhood Education (Acting)

1 April 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	38 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 42%, NZ European/Pākehā 50%, Chinese 19%, European 12%, Indian 12%, South Africa 12%, Cook Island 8%, Tongan 4%, other Pacific groups 12%
Service roll	26
Review team on site	November 2024
Date of this report	1 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, April 2021; Education Review, April 2017

Description around ERO's judgement terms

ERO's judgements are based on *Te Ara Poutama* and the *Early Childhood Education Improvement Framework (teacher led services)*.

	Above the threshold for quality
Excelling	The service is excelling in the learning and organisational conditions to support high quality education and care for children
Embedded	The service has embedded its learning and organisational conditions to support ongoing improvement to the quality of education and care for children.
	Below the threshold for quality
Working towards	The service is working towards establishing the learning and organisational conditions to support improvements in the quality of education and care for children.
Improvement required	The service has not yet developed the learning and organisational conditions to support quality education and care for children.